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AUTHOR	Hoffman, James V.; And Others
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ABSTRACT

A study was conducted to further understanding of students' perceptions of the teacher's role during guided oral reading. Observations were made of 36 first through sixth grade students reading orally in groups composed of one good reader, one poor reader, and one good or poor reader playing the "teacher." The observations were followed by individual interviews. The form of assistance to miscues offered by students in the teacher's role consisted exclusively of providing students with the text word. The pattern of selection of miscues responded to replicated findings of earlier research with experienced teachers in a similar instructional context. The students in the teacher's role were (1) more likely to respond to miscues that affected meaning substantially; (2) more likely to respond to miscues in difficult rather than easy materials; (3) more likely to respond to the miscues of poor readers than to those of good readers; and (4) more likely to respond quicker to the miscues of poor readers than to those of good readers. The interviews revealed that most students perceived the teacher's giving of text words helpful, that poor readers seem to express a more favorable attitude toward oral reading than good readers, that good readers in the teacher role were much better judges of who were good and poor readers, and that good readers were better judges of their own ability to understand the text they had just read. (An appendix with a separate student questionnaire is included.) (HTH)

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A Study of Students' Perceptions of the Teacher's Role During Guided Oral Reading

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by

James V. Hoffman
The University of Texas at Austin

Lesa A. Kastler
The University of Texas at Austin

Marcia F. Nash
The University of Texas at Austin

Paper presented at the Ninth Southwest Regional Conference of the International Reading Association: San Antonio, 1981.

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The study of a complex phenomenon often benefits from the observation of events from a multitude of perspectives. The research to be reported is one part of multifacited investigation into the nature and effects of the verbal interactions which surround teacher guided oral reading instruction. The focus for this particular study was on examining oral reading instruction from the student's vantage point. The goal was to begin to capture a sense of the student's perceptions of participant rules of behavior and appreciation for the critical context variables that surround teacher guided oral reading.

Background

Teacher guided oral reading is a common part of most primary reading programs. To even the casual classroom observer, the routine of guided oral reading takes on almost ritualistic qualities stirring memories of the years one spent in the reading circle. The scene combines features of both a rehearsal and a performance with the students as actors and the teacher as producer, director, and stage manger all rolled into one. The tone and pacing of the lesson are set by the teacher through the verbal feedback offered to students - particularly when errors are made. It is in this way that the teacher communicates to students the standards for acceptable performance.

We have no substantive research basis from which to speculate as to the specific characteristics of the verbal feedback teachers offer under such circumstances and certainly no information useful in determining what impact different feedback styles might have on student

learning. In the Fall of 1978 we began work on a series of studies designed to explore these very basic instructional issues.

Our initial efforts focused on the development of an observation and coding instrument useful in representing the verbal interactions surrounding student miscues. The earliest version of this instrument - termed FORMAS (Feedback to Oral Reading Analysis System) - was designed primarily for use in a dyadic instructional setting of one teacher one student (Hoffman and Baker, 1980). A subsequent version was expanded to include provisions for small group interactions (Hoffman and Baker, 1981). Four major aspects of interactive behaviors are represented in the system: (I) miscue characteristics; (II) the student's immediate reaction to his or her own miscue; (III) the teacher's verbal feedback to the miscue; and (IV) the resolution of the miscue (see figure 1).

The first study using this system involved a comparision of inservice and preservice teacher verbal feedback to student's reading orally from two different difficulty levels of text (Hoffman, O'Neal, and Baker 1980). The subjects were teacher-pupil dyads. Thirty-four elementary pupils were selected from students enrolled in a summer reading program. The teachers were eighteen experienced classroom teachers enrolled in a graduate reading methods class and sixteen undergraduate education majors enrolled in their first methods class. Pupils were randomly assigned to teachers to form instructional dyads. Each pupil read aloud to a teacher for approximately ten minutes from one text at the student's assessed instructional level and for an additional ten minutes from a second text at the next higher level within the same basal series. The sessions were videotaped, and subsequently coded by research assistants using the FORMAS

taxonomy. Over 1800 miscue interactions were coded and analyzed. On the whole, both experienced and inexperienced teachers were remarkably similar in their choice of response patterns. Both groups of teachers, for example, were more likely to make an overt response to the miscues which substantially affected text meaning than those which changed meaning only slightly. In terms of the timing of feedback, teachers as a rule did not wait long to give a response. Over 75% of the responses were initiated in less than three seconds following a student miscue. When teachers did respond, their feedback was divided fairly evenly between giving the student the text word (terminal feedback) and attempting to have the student identify the word (sustaining feedback). There was a significant trend toward more terminal feedback when students were reading from the more difficult material. The pattern of sustaining feedback seemed to indicate that contextually oriented prompts took less time and were more likely to lead to student identification of miscues than grapho phonically oriented prompts. We are of course limited in our ability to generalize from the findings of this study due to the contrived experimental setting and dyadic context for interactions. Nonetheless this study has provided us with useful hypothesis for later field-based studies.

The study to be reported represented a slight shift in methodology from the first and - as pointed out earlier - a shift in focal point toward the child's perception of guided oral reading. Two types of data were collected: the first consisted of oral reading interactions between pairs of students - one of whom assumed a "teacher" role; the second consisted of interviews with the student's focusing on this oral reading experience.

Methodology

Subjects

Thirty-six subjects participated in the study. The subjects were selected from a group of elementary students enrolled in a summer reading program at The University of Texas at Austin. Student class enrollment levels were distributed evenly among grades one through six. The lowest number of students from a single grade level being three, the highest six.

Procedures

All subjects in this study were administered a screening battery consisting of selected subtests from the Wide Range Achievement Test (WRAT); and the Woodcock Reading Mastery Tests. The information gathered from these tests was used to group students into triads. Each triad consisted of two subjects who functioned as "students". The two students within each triad were at the same assigned grade level in school. One of the students was a good reader and the other a poor one as determined by the results of the screening tests. Mean instructional reading levels indicated that good readers in the twelve triads were reading one year above assigned grade level; poor readers one-half year below grade level. The third subject in the triad functioned as "teacher". This subject was one assigned grade level ahead of the two students in school (Fig. 2). The teachers also varied in reading achievement levels. Scores from the screening battery for six of the teachers indicated above grade level reading abilities, while scores for the other six were below grade level placement.

Each of the twelve triads followed a similar routine in the study. The subject designated as teacher met individually to read with each of the two subjects who had been designated as students. Prior to the meetings subjects assuming the teacher role were told that students would be reading to them. They were directed to "help them just like a teacher would help you." The "teachers" were not informed that the students they would be working with were of varying ability. The subjects functioning as students were told that they would be reading out loud to another student who would be helping them with the reading. They were instructed to "read like you would if you were in a classroom." During the individual meetings between teacher and student, each student read from two levels of text exerpted from The Scott Foresman New Basal Reading Series. Students read in a primer level selection for their easy reading. The difficult level selection was determined using the results of the tests administered as part of the screening battery. Half of the subjects in the study read the easy passage first followed by the difficult passages. The other half read the passages in reverse order. Students read in each level of text for five minutes or until a total of twenty-five miscues was made. All sessions were recorded using concealed audio visual equipment. Following the oral reading of the passages, the subjects - both students and teachers - were interviewed separately.

RESULTS AND DISCUSSION

The findings from this study will be presented in two major sections. The first will focus on an analysis of the oral reading interactions and the second on the subsequent interviews.

Miscue Interactions

A total of 540 miscues were recorded and analyzed using the FORMAS taxonomy. The distribution of miscues made by students across the two difficulty levels are presented by type in Table 1. Since the total number of miscues in the easy material was less than the total number in the more difficult (223 vs 317 respectively), the data are expressed in this table and in those to follow in percentages. This transformation allows for a more direct comparison of performance across the two difficulty levels of text as well as between high and low ability students.

The distribution of miscue types among the seven categories is similar to that found in our earlier study of preservice and inservice teach feedback. (Hoffman, O'Neal, and Baker, 1980). As students encounter more difficult text they tend to make fewer substitutions and repetitions and more hesitations and mispronounciations. When miscue patterns are examined by ability level we find the good readers making fewer hesitations and more repetitions than the poor readers (Table 2). The miscues of the poor readers were also more likely to substantially effect text meaning than those of the good reader (Table 3).

No clear patterns in the reaction category were evident as students moved from the easier to more difficult reading material (Table 4). Close examination of reaction by ability levels however reveals that the good readers were more likely than the poor to engage in immediate self-corrections. Poor readers were more likely than the good to pause after making a miscue (Table 5).

Our initial reaction to the feedback patterns of the students in a teacher's role was one of disappointment. In only two cases did we observe a "teacher" attempting to help a student identify a text word with which they were having difficulty. The dominant response pattern (99%+) was to provide the student with the text word (terminal feedback). While variety in response type was not in evidence, subsequent analyses revealed interesting patterns in selection criteria - ie., which miscues the students chose to respond to. First, the "teachers" were more likely to respond to miscues in the difficult rather than the easy material (Table 6). Second, low meaning change miscues were less likely to be responded to than the high meaning change miscues (Table 7). These patterns of selection replicate precisely our earlier findings with the inservice and preservice teachers.

Two interesting ability factors were also in evidence relative to "teacher" feedback. First, while most overt feedback to miscues was offered rather quickly, the poor readers were more likely to be interupted earlier than the good. Another look at Table 5 shows that the incidence of "no opportunity" to react was much more in evidence for the poor readers than the good. A second ability finding was that as a general rule teachers were more likely to respond overtly to poor readers than the good (Table 8). These last two patterns seem to replicate the findings of Allington (1978) in his study of teacher feedback to good and poor readers.

One unexpected phenomenon that we observed - and one which the FORMAS taxonomy is not equipped to deal with - was the teacher giving incorrect terminal feedback. In other words, the teacher would attempt

to give a text word to a struggling child but in the process give the wrong word. This seemed to occur most often when the student in the "teacher" role was not a good reader. Interestingly, if the student in such instances was a poor reader they would often accept the wrong word - use it - and continue reading. If the student was a good reader, however, they were more likely to ignore the teacher and keep working at the word or challenge the teacher with comments such as: "That word isn't summer. It starts like summer, but summer doesn't have a 't' in it."

Interviews

The interviews conducted individually with students and teachers following their interactions were of two forms: open-ended and structured. The description of findings from these interviews will first focus on teacher and student responses to open-ended questions and second on student responses to a structured questionnaire.

Open-Ended Interview - Teachers

Teachers were interviewed individually after reading with students with the discussion centering on the following set of questions:

1. Was the student you were working with a good reader or a poor reader?
2. Why was the student you were working with a good or poor reader?
3. What did you do to try to help the student?

Teachers accurately identified good readers as good readers 67% of the time. They were successful at identifying poor readers only 33% of the time (Figure 3). In other words, of the 12 good readers eight were correctly identified as good while the remaining four were designated poor readers.

Seven of the 12 poor readers were incorrectly categorized good readers with only four being correctly identified as poor readers. One teacher was unable to identify the remaining poor reader as either good or poor.

Figure 4 examines the successful classification of students according to the teachers' reading abilit. Of the 12 students classified by teachers who were good readers, five were identified correctly as good and three correctly as poor. These teachers were unsuccessful in their classification of the four remaining students. Teachers who were poor readers successfully identified only four out of 12 students; three as good and one as poor. The poor readers were not as successful as the good in distinguishing the good and poor student's reading ability. Of the 12 teachers, only three correctly identified both their good and poor students. All three were good readers themselves.

The reasons teachers gave for classifying students were analyzed and subsequently divided into five categories. These are as follows: (Figure 5)

1. No Response (NR)
2. Rate/Fluency (R/F)
3. Expression (EX)
4. Accuracy (AC)
5. Strategies (ST)

The first category is self explanatory. Teachers either did not answer the question or stated that they didn't know. Teachers responded in this way 25% of the time about good readers; and 42% of the time about poor readers.

The Rate/Fluency category consisted of responses such as "He was a fast reader; She read slowly; He stuttered a lot." The reasons were given 25% of the time to justify classifications of a good reader and 17% of the time for classification of a poor reader.

Responses such as "didn't stop at periods; wasn't an exciting reader" and "spoke excitedly" were represented in the Expression Category. These statements were given by the same teacher as reasons for classifying (correctly) both good and poor readers.

Comments relating to the fourth category, Accuracy, were used 33% of the time by teachers to justify their classification of good and poor readers. Responses typical of this category include: "knew words; no problems; some problems; needed lots of words; only missed a few words; skipped lines; half the easy words he didn't know."

Finally, one teacher indicated a "strategy" employed by the student which resulted in the classification of that student as a good reader. The student "sounded out words" independently.

Figure 5 also depicts which good and poor readers in each category were correctly classified. Good readers were placed on the basis of a wider range of reasons than were poor readers. Without exception, Accuracy was the only criterion which led to the correct identification of poor readers.

The responses teachers gave describing their assistance to the students were also analyzed and categorized (Figure 6). The categories consisted of the following:

1. No Response (NR)
2. Terminal Feedback (Giving words) (T)
3. Graphophonic Feedback (6)
4. Non-Miscue Focused Feedback (N)
5. Student Request (S)

The No Response category was used by teachers describing their work with good (25%) and poor readers (17%).

Consistent with our observations of the most common form of teacher assistance, they reported providing the word as the most common form of helping behavior (67%). Responses exemplifying this category include "I told the sentence that was skipped: I told the word." The teacher providing this feedback was also a poor reader.

Two teachers, one each for good and poor readers, described their assistance as "I told him how to read the punctuation; I turned the page and told him to read at the top." These responses were categorized as types of feedback which were "not miscue focused" (category 4).

One poor student requested help from the teacher who happened to be a good reader (category 5).

It is interesting to note that the criterion for judging good and poor readers used most often for correct identification was Accuracy. This focus supports, in part, the frequent occurence of terminal feedback. If accuracy is the most significant criterion, it follows that giving the word (terminal feedback) is the most common type of feedback.

Open-Ended Interviews - Students

The questions posed to students were focused on 1) the perceived difficulty of the instructional level text, and 2) the perceived helpfulness of the teachers they worked with. Questions posed were:

1. a. How much did you understand of the story you read? (instructional level)
   b. What were the important things that happened in the story?
   c. Was the story hard for you to read?
2. a. Was the teacher you were reading with helpful?
   b. How did the teacher help you?
   c. Is there anything that would have helped you more?
   d. What would have helped?

Student estimates of their understanding of the instructional level story were fairly evenly spread across a continuum from no response at all to most of the story (Figure 7). The categories used here were generated from their descriptions of understanding, of the 12 good readers, the most common response to this question was "some"(6 responses), with a few responses in each of the other categories. The 12 poor readers, on the other hand, were more confident that they understood all of the story (4 responses). In contrast were four other poor readers who claimed they didn't understand much of the story. Thus, the good readers most frequently evaluated their level of understanding as near the middle of the continuum, while the poor readers placed themselves at either end.

The most common level of recall for important events in the story was isolated details (Figure 8). The good and poor readers gave no response the same number of times. Good readers by far provided the most information classed as isolated details. Poor readers, on the other hand, were able to relate main points four times compared to one for good readers; and one poor reader was the only student to summarize the instructional level story.

When asked if the instructional level story was hard to read, the majority of students (74%) answered no (Figure 9). The seven students who responded yes consisted of four poor and three good readers. While most students did not perceive the instructional level story as being hard for them, their performance was not reflective of complete understanding or recall.

Students almost unanimously (92%) reported that their "teachers" were helpful. Descriptions of helpful behaviors fell into these categories: (Figure 10)

1. Don't Know (DK)
2. Non-Miscue Focused Feedback (N)
3. Terminal Feedback (T)
4. Graphophonic Feedback (G)

Two students who responded "Don't Know" perceived their teacher as being helpful, yet no specific reason for that perception was given.

Two students gave reasons classified as non-miscue focused. Responses characteristic of this category include: "He gave me a book to read and told me when to start and stop; she turned pages for me."

The majority of students (67%), commented that their teachers were helpful because of the words provided (terminal feedback). Exemplary responses are: "He helped me with my words; she told me words I didn't know; she knew I needed help and called out words I didn't know." This is consistent with the most frequent type of feedback as well as the teachers' emphasis on accuracy.

Two students reported helpful feedback that was graphophonic in nature. Responses characteristic of this category are: "He helped me sound out words; he told me to sound it out."

The two students who felt their teachers were not helpful were the ones reporting confusing feedback: "She said I missed a word, but I didn't; she told me the wrong word, not the one I was stuck on."

In response to a question asking what could have been done to help them more, 19 students either did not respond or did not know (Figure 12). Of the four who did respond (Figure 13), two stated that terminal feedback would have been helpful: "When I read, tell me a word so I know it next time; Tell me the word." One of these students was a good reader and the other a poor reader who had received terminal feedback from the teacher. The other two, both good readers, stated that non-miscue focused feedback would have been helpful. "Give me easy books; help me with the titles."

Structured Questionnaire - Students

The questionnaire was administered individually to students. Response options were similar to a Likert Scale. Response choices were: Always true, Usually True, Not Sure, Usually False, and Always False. This instrument

was composed of 34 statements about oral reading (Appendix A).

Two groups of statements were identified on the basis of mean responses for both good and poor readers indicating general agreement. The following six statements represent those items the students were most agreed on as usually true.

1. Reading out loud is important.
2. I like to read out loud in my reading group when the teacher says it's my turn.
3. Good readers remember what they read when they read out loud.
4. I like to slow down when I read out loud to try and get all the words right.
5. I like to practice reading materials by myself before reading them out loud.
6. Good readers read with feeling when they read out loud.

The next group of five statements are those which good and poor students were most agreed on as usually false.

1. I like to read poetry out loud.
2. Other kids think it's funny and laugh when I make a mistake reading out loud.
3. The teacher doesn't like it when I make mistakes reading out loud.
4. I like to read out loud from my library books.
5. I enjoy reading out loud to the entire class.

There were four statements which discriminated best between good and poor readers.

1. Other kids think it's funny and laugh when I make a mistake reading out loud.

Good readers were not sure about this statement, while poor readers responded that it is usually false.

2. I like to read out loud from library books.

Good readers prefer not to read library books orally; yet poor readers responded that this statement is usually true for them.

3. I think we should do more reading out loud in school.

The poor readers agreed with this item by responding usually true. Good readers, on the other hand, were not sure about this statement.

4. I never volunteer to read out loud.

Good readers felt that this statement was usually true, while poor readers responded usually false.

SUMMARY

This study was conducted with the purpose of furthering our understanding of student's perceptions of the teacher's role during guided oral reading. Observations were made of students reading orally in a role playing context followed by individual interviews. The form of assistance (feedback) offered by students in the teacher's role to miscues consisted exclusively of providing students the text word. The pattern of selection of miscues responded to replicated some findings of earlier research with experienced teachers in a similar instructional context. The student's in the teacher's role were (1) more likely to respond to miscues which affected meaning substantially; (2) more likely to respond to miscues in difficult as opposed to easy material; (3) more likely to respond to the miscues of poor readers than the good; and (4) more likely to respond quicker to the miscues of poor readers rather than the good.

The interviews with students were interesting in three ways. First, most of the students - good and poor - perceived the teacher's giving of text words as helpful. Second, the poor readers seem to express a more favorable attitude toward oral reading than the good. Third, good "teachers" as a group were much better judges of who are good and poor readers and good students seem to be better judges of their own ability to understand the text they had read.

Based on a portion of the findings from this study, we have created a revised edition of our structured interview. We are currently using this instrument to interview good and poor readers in an effort to further explore student's perceptions of guided oral reading.

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I. Miscue

A. Type: insertions; omissions; hesitations; substitutions; mispronunciations; calls for help; and repetitions.

B. Meaning change: high and low.

C. Syntactic acceptability: high; same; and low.

D. Grapho-phonic similarity: high and low.

II. Reaction (student's immediate behavior following miscue)

A. Type: repeated attempt; continuation; immediate self-correction; pause; call for help; and no opportunity.

III. Teacher Verbal Feedback

A. Type: no verbal; terminal (giving the text word); and sustaining (helping student to identify text word).

B. Form of sustaining: attending (noncue focusing); simple graphophonic; simple context; complex graphophonic (i.e., graphophonic followed by context); and, complex context (i.e., context followed by graphophonic).

C. Timing of teacher feedback: immediate (less than 4 seconds); delayed (more than 4 seconds).

D. Point of teacher feedback: before the next sentence break; at the next sentence break; or after the next sentence break.

IV. Resolution: teacher identified text word; student identified text word; or miscue left unidentified.

Figure 1. Four major clusters of teacher/pupil interactive behaviors.

Figure 2.

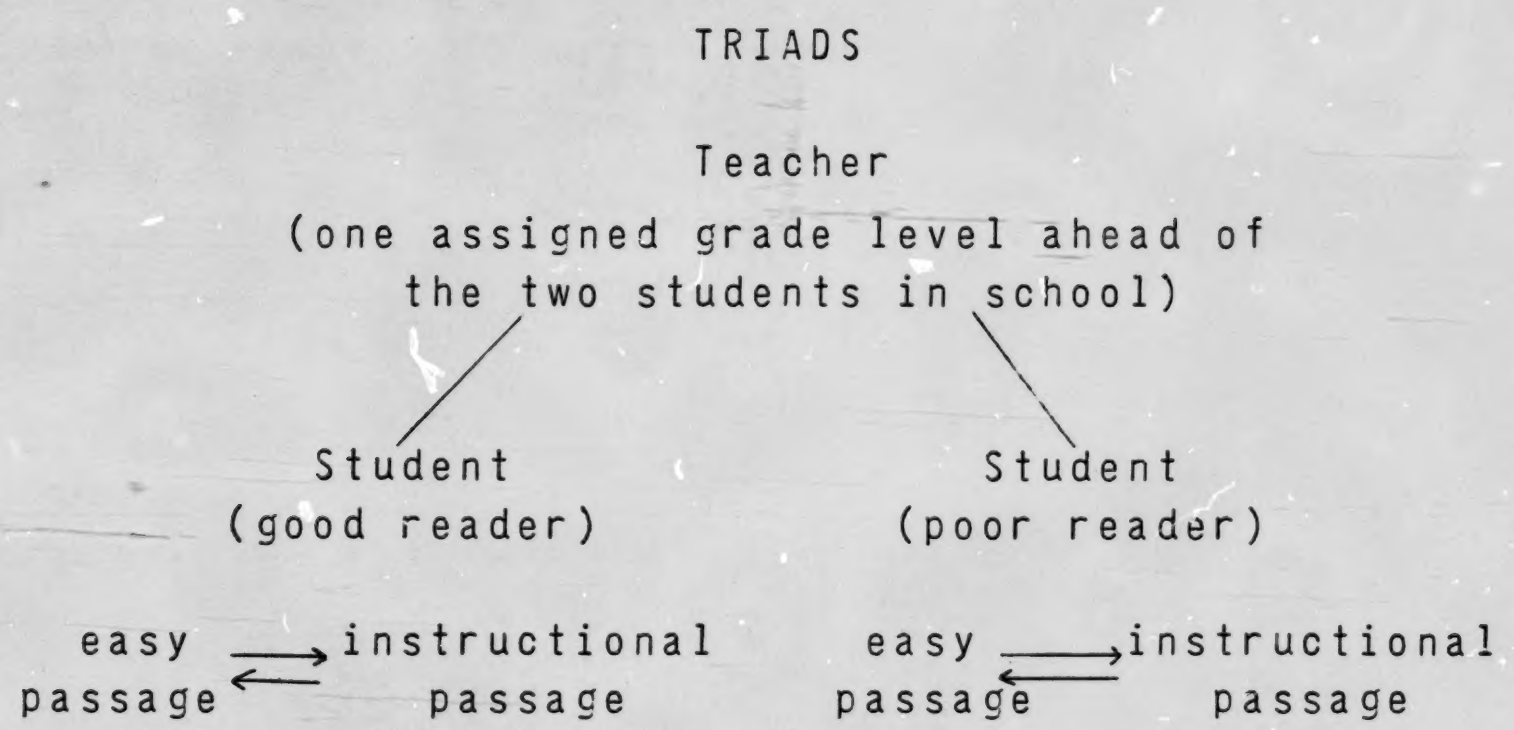
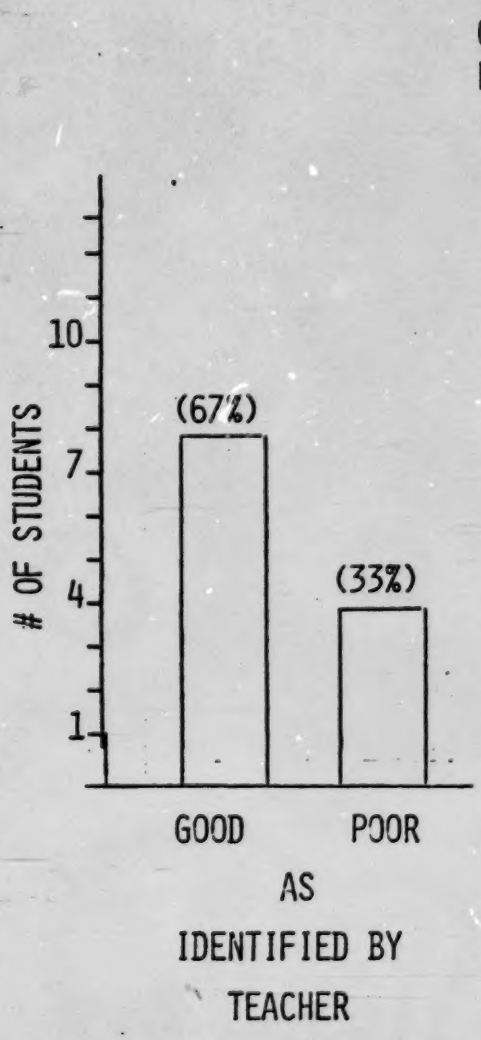

TRIADS
Teacher
(one assigned grade level ahead of the two students in school)
Student (good reader)
Student (poor reader)
easy passage
instructional passage
easy passage
instructional passage

FIGURE 3

WAS THE STUDENT YOU WERE WORKING WITH A GOOD READER OR A POOR READER?



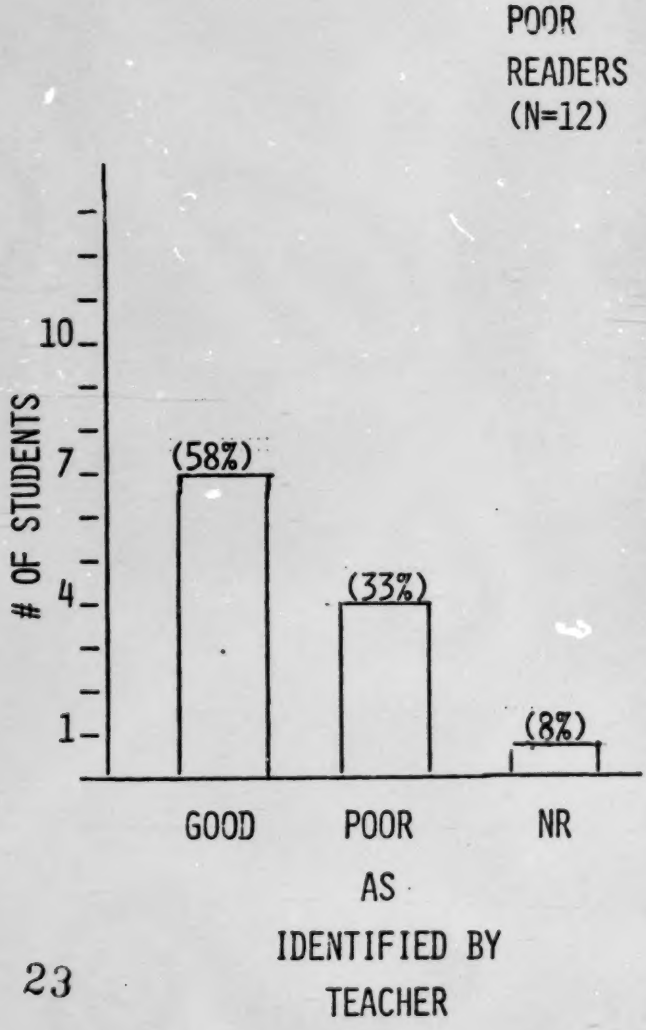
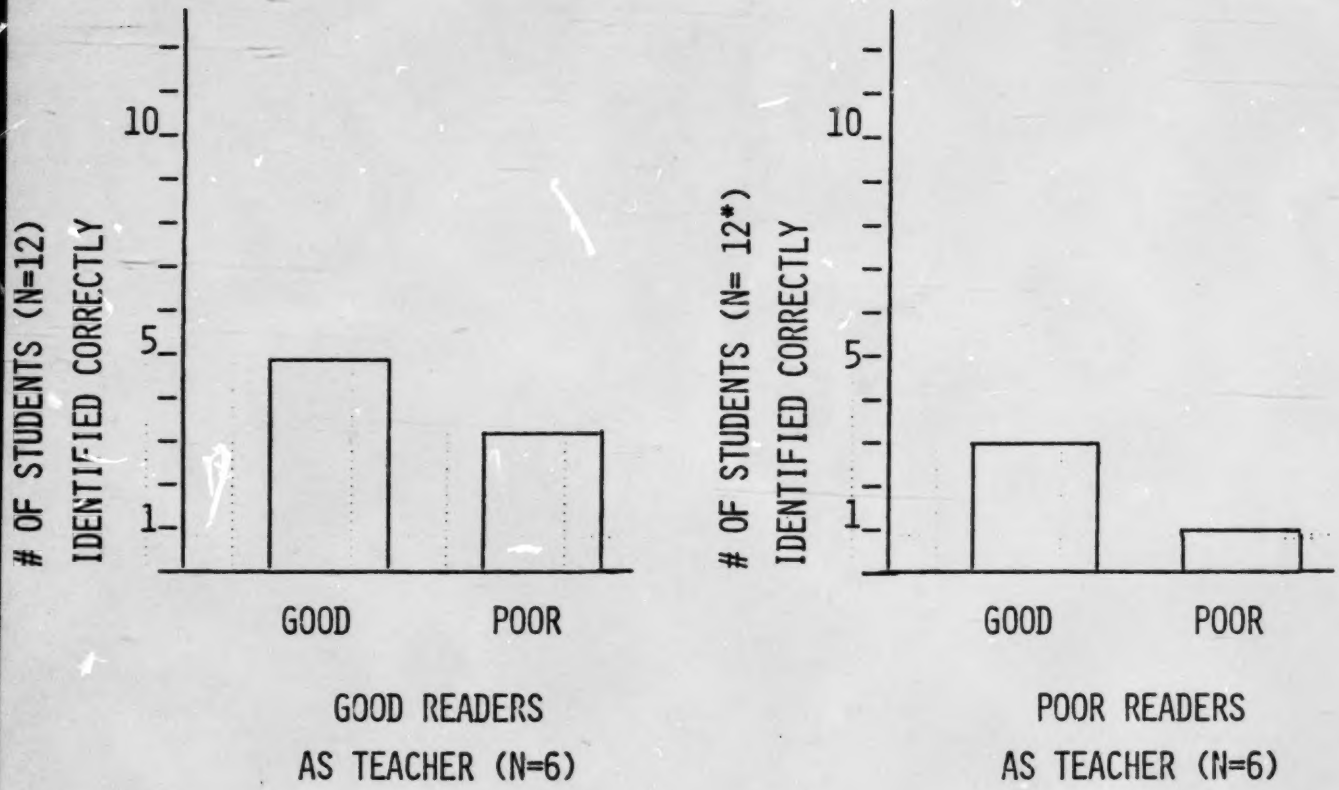


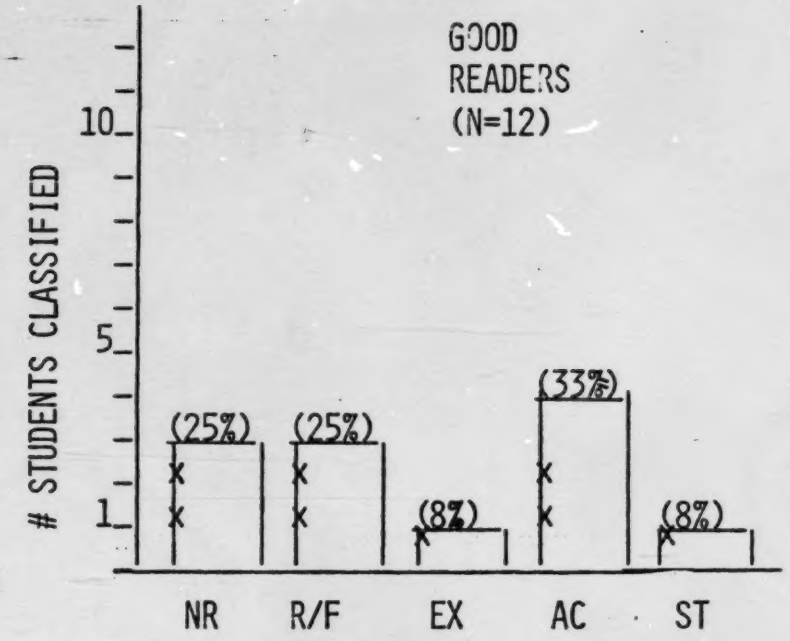
FIGURE 4

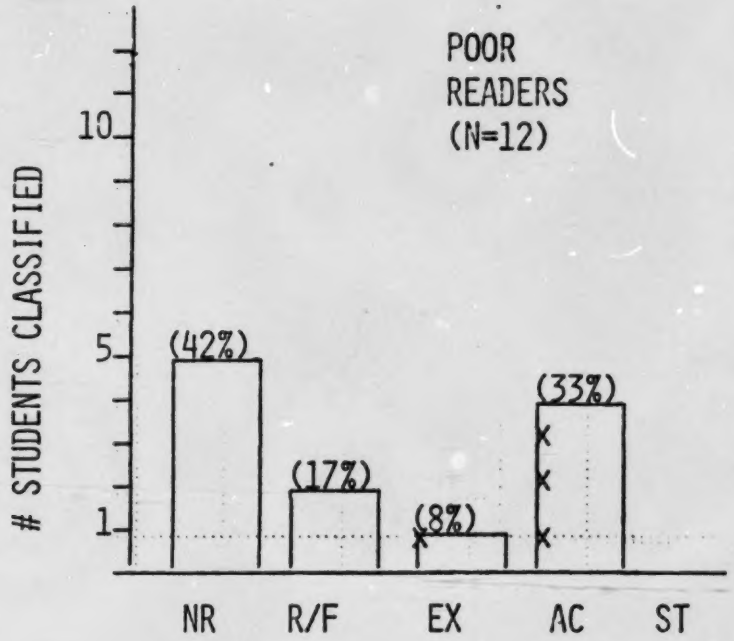


(* 1 NO RESPONSE)

FIGURE 5

WHY WAS THE STUDENT YOU WERE WORKING WITH A GOOD OR POOR READER?



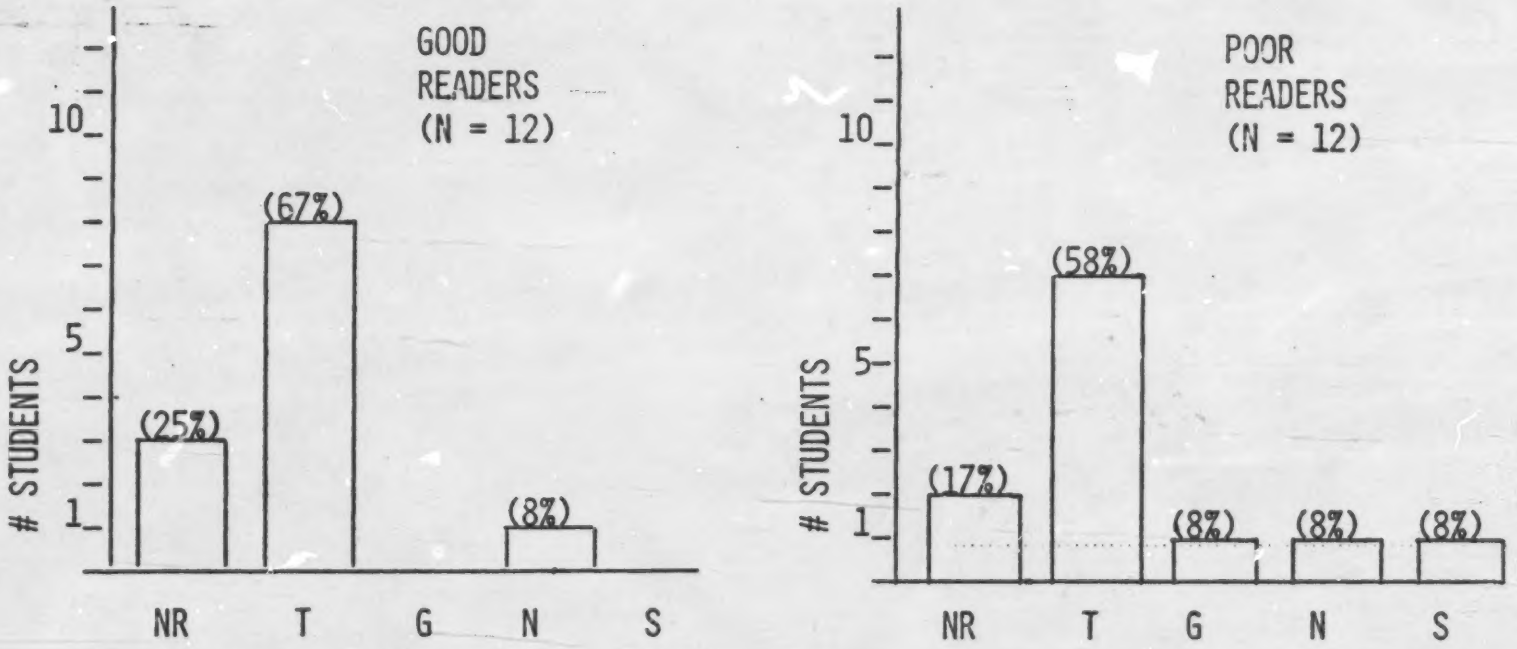


NR = NO RESPONSE
R/F = RATE/FLEXIBILITY
EXP = EXPRESSION

AC = ACCURACY
ST STRATEGY
x = CLASSIFIED CORRECTLY

FIGURE 6

WHAT DID YOU DO TO TRY TO HELP THE STUDENT?



NR = NO RESPONSE
T = TERMINAL FDBK
G = GRAPHOPHONIC FDBK
N = NON-MISCUE FOCUSED
S = STUDENT REQUEST

FIGURE 7

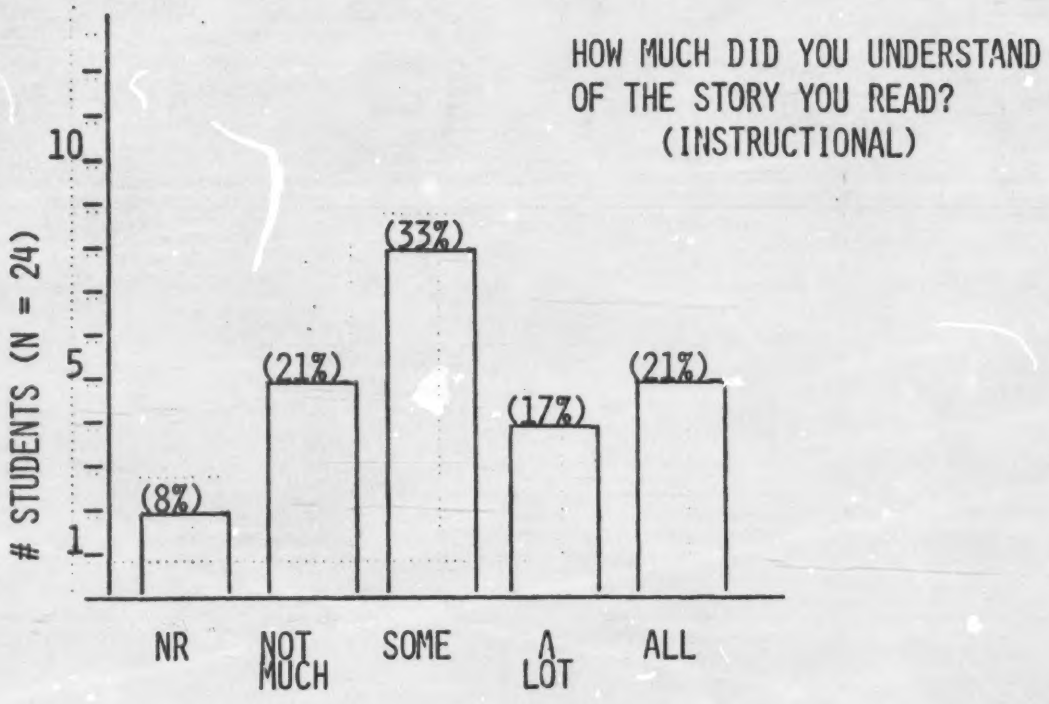


FIGURE 8

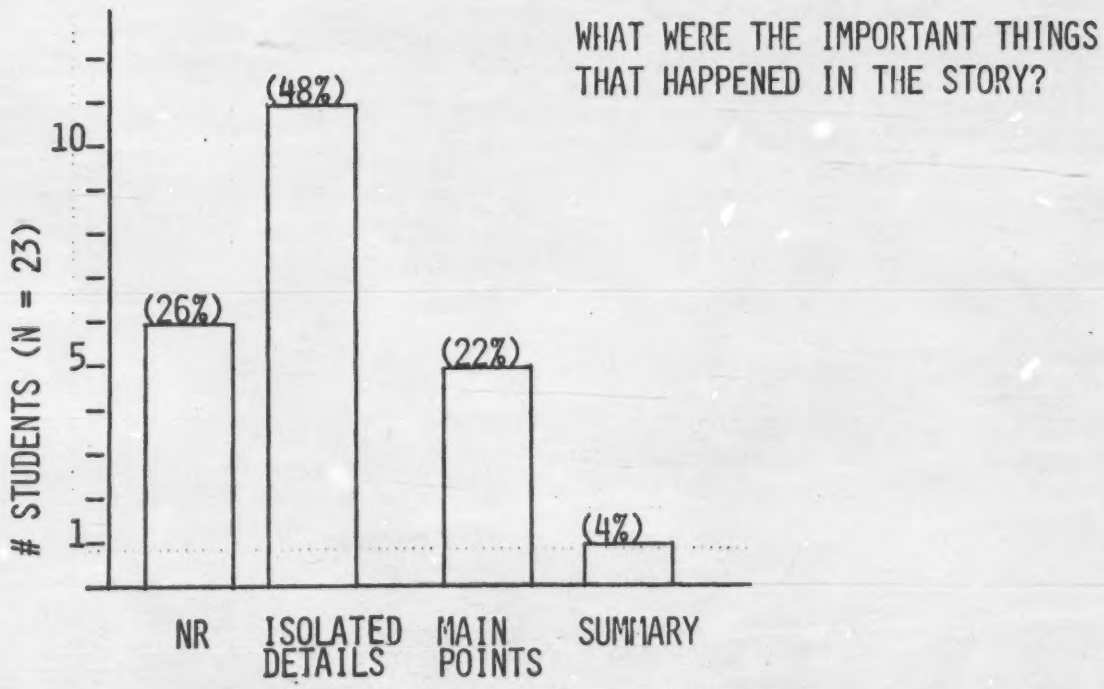


FIGURE 9

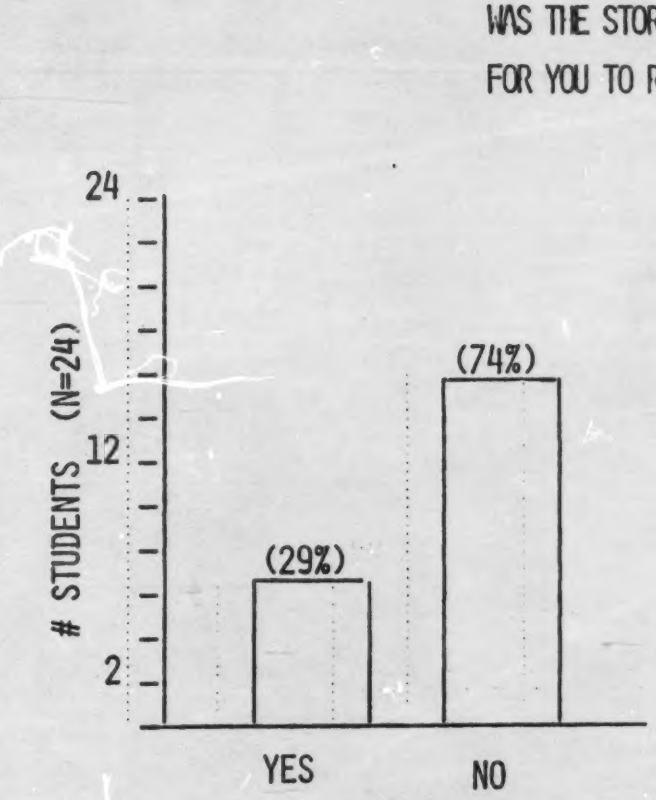

WAS THE STORY HARD
FOR YOU TO READ?
24
12
2
STUDENTS (N=24)
(29%)
(74%)
YES
NO

FIGURE 10

WAS THE TEACHER YOU WERE READING WITH HELPFUL?

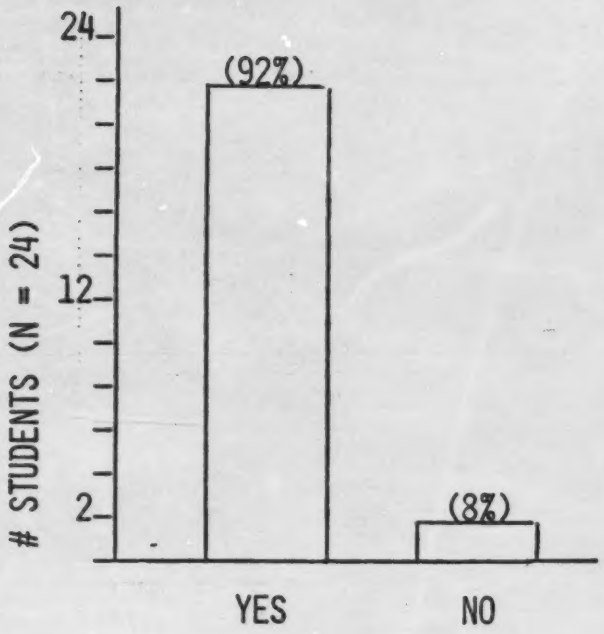
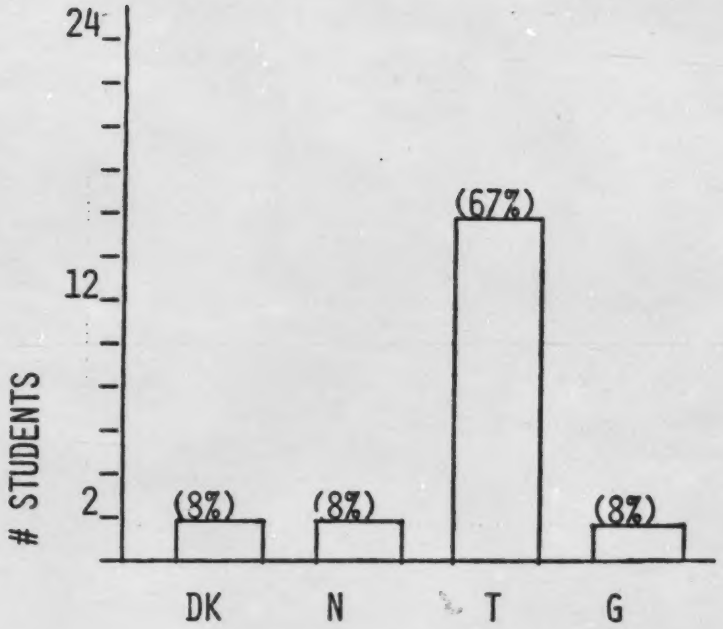


FIGURE 11

HOW DID THE TEACHER HELP YOU?



DK = DON'T KNOW
N = NON-MISCUE FOCUSED FDBK
T = TERMINAL FDBK
G = GRAPHOPHONIC FDBK

FIGURE 12

IS THERE ANYTHING THAT WOULD HAVE HELPED YOU MORE?

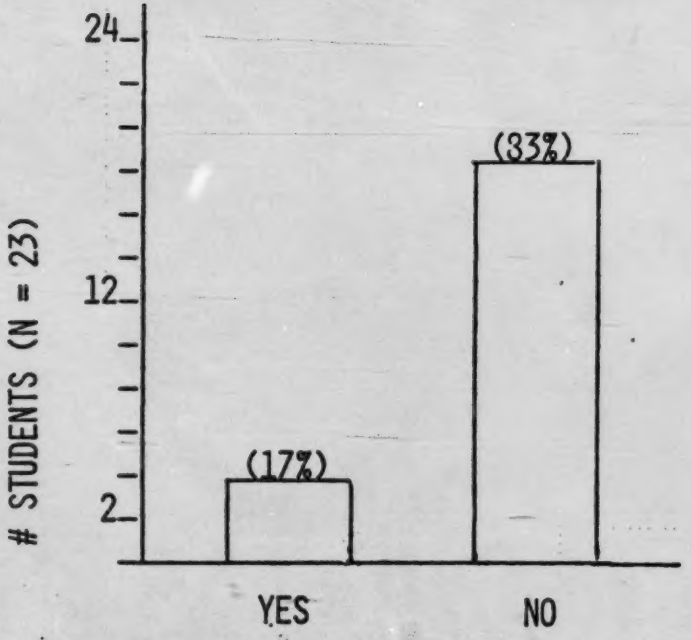
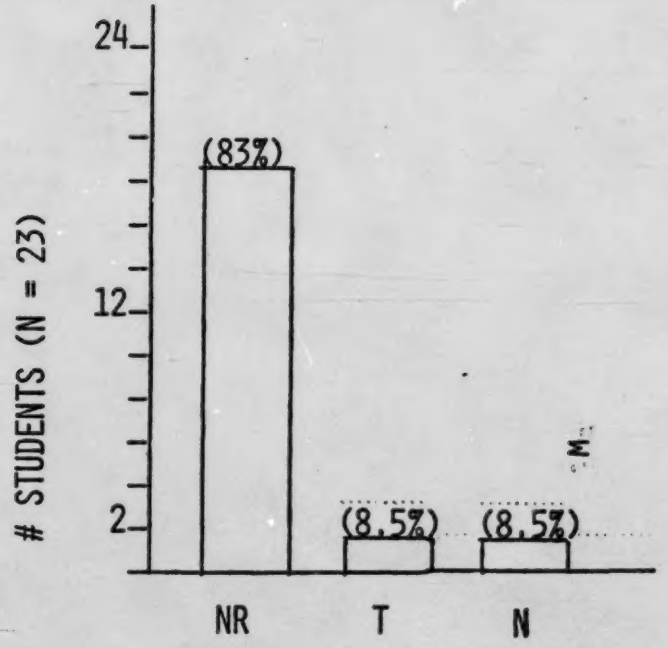


FIGURE 13

WHAT?



NR = NO RESPONSE

T = TERMINAL FDBK

N = NON-MISCUE FOCUSED

TABLE 1

PERCENT DISTRIBUTION OF MISCUE TYPES BY DIFFICULTY LEVELS

	Easy	Hard
Insertions	4.9%	4.7%
Omissions	5.8%	4.7%
Substitutions	43.0%	37.5%
Mispronunciations	5.4%	12.3%
Call for Help	.4%	.6%
Hesitations	13.9%	16.7%
Repetitions	26.5%	23.3%
	N=223	N=317

TABLE 2

PERCENT DISTRIBUTION OF MISCUE TYPES BY ABILITY LEVELS

	Good	Poor
Insertions	3.6%	6.5%
Omissions	5.8%	4.3%
Substitutions	39.2%	40.7%
Mispronunciations	11.3%	6.9%
Calls for Help	.3%	.9%
Hesitations	12.0%	20.3%
Repetitions	27.8%	20.3%
	N=309	N=231

TABLE 3

MEANING CHANGE BY ABILITY LEVEL

	Good	Poor
Little Meaning Change	25.3%	16.5%
Substantial Meaning Change	74.7%	83.5%
	N=178	N=127

TABLE 4
REACTIONS TO MISCUES
BY LEVEL OF DIFFICULTY

	Easy	Hard
Continuations	34.1%	31.0%
Repeated Attempts	5.4%	7.0%
Pauses	5.4%	8.5%
Calls for Help	0.0%	.6%
No Opportunities	13.9%	14.9%
Self Corrections	41.3%	38.0%
	N=223	N=316

TABLE 5

REACTIONS TO MISCUE BY ABILITY

	Good	Poor
Continuations	32.5%	32.0%
Repeated Attempts	8.4%	3.5%
Pauses	4.5%	10.8%
Calls for Help	.3%	.4%
No Opportunities	9.7%	20.8%
Self Corrections	44.5%	32.5%
	N=308	N=231

TABLE 6

RESPONSE TO MISCUES BY DIFFICULTY LEVEL

	Easy	Difficult
No Verbal Feedback	79.2%	74.8%
Sustaining Feedback	.0%	.6%
Terminal Feedback	20.8%	24.6%

TABLE 7

RESPONSE TO MISCUES BY MEANING CHANGE

	Little Meaning Change	Substantial Meaning Change
No Verbal Feedback	92%	79%
Terminal Feedback	8%	21%

TABLE 8

TEACHERS' RESPONSES TO MISCUES BY ABILITY

	Good	Poor
No Verbal Feedback	82.7%	68.4%
Sustaining Feedback	.3%	.4%
Terminal Feedback	16.9%	31.2%
	N=178	N=127

APPENDIX A

Name: _____ Grade Level: _____

We are interested in finding out about oral reading in you school. You can help us by answering the following questions.

How often do you read out loud in your class? (check one)

___Never ___Hardly ever ___Sometimes ___Often ___Daily

From what you remember of first grade, how often did you read out loud in your class? (check one)

___Never ___Hardly Ever ___Sometimes ___Often ___Daily ___Don't Remember

Oral Reading Anxiety Scale

Now, respond to the following set of statements in the following manner:

If the statement is always true, indicate Always True (AT)
If the statement is usually true, indicate Usually True (UT)
If you are not sure, then indicate Not Sure (NS)
If the statement is usually false, indicate Usually False (UF)
If the statement is always false, indicate Always False (AF)

	For example: I like ice cream. (Discuss and use other examples)	AT	UT	NS	UF	AF
1.	I enjoy reading	AT	UT	NS	UF	AF
2.	I like to read out loud.	AT	UT	NS	UF	AF
3.	When I read out loud, I am a good reader.	AT	UT	NS	UF	AF
4.	I don't like to make mistakes when I read out loud because it embarrasses me.	AT	UT	NS	UF	AF
5.	Reading out loud is important.	AT	UT	NS	UF	AF
6.	I like to slow down when I read out loud to try and get all the words right.	AT	UT	NS	UF	AF
7.	Other kids think it's funny and laugh when I make a mistake reading out loud.	AT	UT	NS	UF	AF
8.	The teacher doesn't like it when I make mistakes reading out loud.	AT	UT	NS	UF	AF
9.	I like for the teacher to give me words when I don't know them.	AT	UT	NS	UF	AF
10.	I don't like for the teacher to call on other children to help me with words I don't know.	AT	UT	NS	UF	AF
11.	I like for the teacher to help me figure out for myself the words I don't know.	AT	UT	NS	UF	AF

12.	I like for the teacher to stop me right away to point out mistakes I make when reading out loud.	AT	UT	NS	UF	AF
13.	I like to read out loud when I am by myself.	AT	UT	NS	UF	AF
14.	I like to read out loud in my reading group when the teacher says its my turn.	AT	UT	NS	UF	AF
15.	I enjoy reading out loud to the entire class.	AT	UT	NS	UF	AF
16.	I like to read out loud to my teacher when we are alone together.	AT	UT	NS	UF	AF
17.	Most of the books I read out loud from are too difficult.	AT	UT	NS	UF	AF
18.	I like to practice reading materials by myself before reading them out loud.	AT	UT	NS	UF	AF
19.	I make more mistakes on big words rather than little words.	AT	UT	NS	UF	AF
20.	I like to read poetry out loud.	AT	UT	NS	UF	AF
21.	I like to read out loud from library books.	AT	UT	NS	UF	AF
22.	Good readers read out loud very fast.	AT	UT	NS	UF	AF
23.	Good readers don't make mistakes when they read out loud.	AT	UT	NS	UF	AF
24.	Good readers read with feeling when they read out loud.	AT	UT	NS	UF	AF
25.	Good readers remember what they read when they read out loud.	AT	UT	NS	UF	AF
26.	Good readers know the words other kids miss when they are listening to others read out loud.	AT	UT	NS	UF	AF
27.	We do a lot of reading out loud in school.	AT	UT	NS	UF	AF
28.	I think we should do more reading out loud in school.	AT	UT	NS	UF	AF
29.	I remember things better when I read out loud rather than reading silently.	AT	UT	NS	UF	AF
30.	I get nervous when I read out loud.	AT	UT	NS	UF	AF
31.	I never volunteer to read out loud.	AT	UT	NS	UF	AF
32.	I used to be a good oral reader.	AT	UT	NS	UF	AF
33.	I read silently very well.	AT	UT	NS	UF	AF
34.	I never make mistakes when I read silently.	AT	UT	NS	UF	AF